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EDUCATION SECTION SUMMARY

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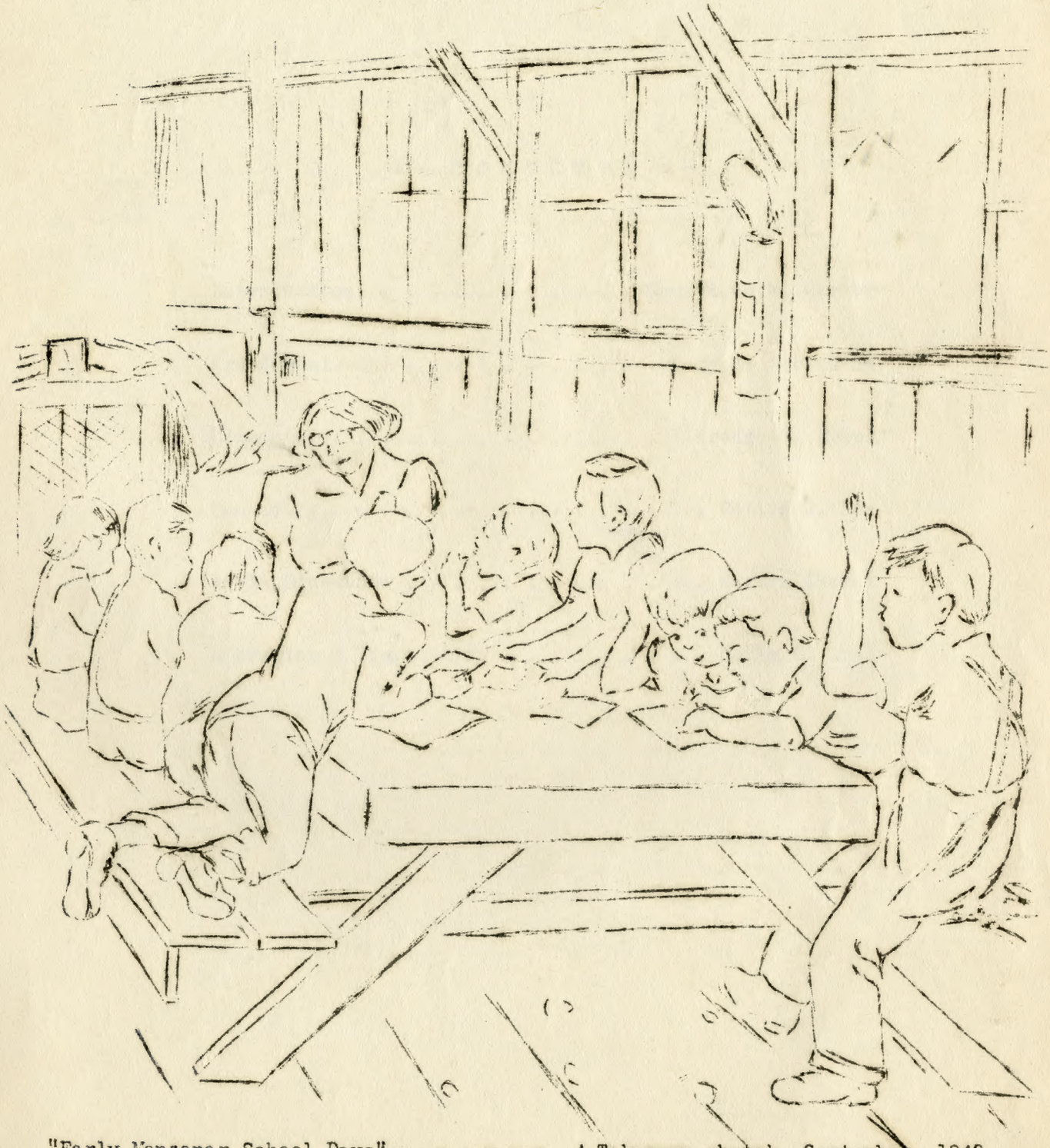
Manzanar, California



"Early Manzanar School Days" - - - - - A Takamura sketch, September, 1942

Report to Ralph P. Merritt and His General Staff Meeting

Mess 7 Library, May 31, 1945

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INTRODUCTION

There is a great personal satisfaction in beginning a piece of work and staying to see it through to a satisfactory finish. Lately, we have been asked if it didn't seem destructive to tear down an educational program just at the time when it was functioning smoothly. There can be only one answer. Although we now have a unified and stable staff and a well organized school program, there is no reason for our existence, when the need has passed for the service we have to offer.

Public Schools in normal communities are open in every state for all of our school population. Now is the best time, and the only time, for our parents to successfully and easily resettle their families. With this major objective in mind, the Education Section is now in the process of dissolving itself and tearing down, in a few weeks, all the physical traces of a program that has taken us three years to develop.

As long as it was necessary to detain children of school age in Manzanar, the school had a responsiblity, not only to maintain normal academic standards for each grade level, but to keep alive American ideals and faith in our democracy in face of frequent negative situations. The December incident, the army registration, segregation, block pressures and confusion brought on by conflicting parent attitudes, were always reflected in the behavior of the school children.

All of us can say that Manzanar has been a rich experience. We have given a lot but we in turn have learned much for this has been an interacting situation. We can be better teachers in educating for a democracy because we have had first hand experience with some of the unsolved problems of that democracy.

To my staff I offer my deepest appreciation for their hours of unselfish work, their interest and work beyond the framework of the 48 hour job, and for their loyalty to goals toward which we were all working. I want, especially, to express admiration and appreciation to the evacuee teaching staff who shouldered full professional responsibility and entered into a wholesome team work relationship with appointed personnel staff members. We hope we have an opportunity to work together professionally again "outside the barbed wire" where salaries, professional performance and recognition are on a single standard.

To our fellow workers in the other Sections we express our appreciation for the many times you have helped make our program possible. We offer our special appreciation to Public Works, the Hospital staff and Mess Division for service "beyond the line of duty." All of us in Education are grateful for the support and leadership of our Project Director, Ralph Merritt. Having a Project Director with a background and interest in the field of Education has made the way much easier for us.

So without regret, we bring to an official close, the Education Section. The job is finished and we are now ready for the next venture.

PRE-SCHOOL EDUCATION IN MANZANAR

Why have Nurseries?

In a conservative school system the child is "born" at 6 years of age. In a modern progressive educational school system Pre-schools are considered "a good idea". Manzanar, under progressive educational administrative leadership, included the children between 3 and 6 years of age in its educational organization.

There were other factors that encouraged the early organization of schools for the very young in Manzanar. The forced evacuation, from a familiar to a strange environment involving loss of positions, income, homes, and often faith and ideals, left adults with feelings of insecurity and emotional tenseness that were reflected in the behavior of their young children. Crowded living conditions, limited play space, and lack of play materials for normal child development created a further tension in parent-child relationships. How could these conditions be relieved so as to permit children to develop in a normal, happy, wholesome way and relieve the parent-child tension? The Pre-schools have in a large measure, helped to answer these problems.

How Many?

Eighteen units of Nursery School and seven Kindergartens were organized the first year. Of the Nursery School units six were afternoon sleep sessions. All Pre-School units were housed in the regular elementary school buildings scattered throughout the community. Almost a thousand children between the ages of 3 and 6 have had the opportunity to share experiences in an environment which emphasizes a program of health, safety, social and emotional adjustment, and mental development through wisely selected play materials; trained leadership, parent education; the speaking of English, and the basic democratic principles of the ability to get on with others, to give and take, and to be an individual within a group.

The Personnel

Continuous in-service training of evacuee teachers through field supervision and demonstration and staff meetings was offered as a requirement since no credentialed teachers trained in Pre-School techniques and methods were available. Over half of the teaching staff were young English speaking mothers of Nursery school children. Training courses were given in Child Development, Pre-School Techniques and Methods, Music, Rhythm, Arts, Handicrafts, Play Materials, Play yard equipment, Child Records, and Administrative Reports.

The Evacuee Parents Share Responsibility

The Parents of all children errolled in the Pre-Schools automatically became members of a specific Parent Club functioning in connection with a specific Nursery or Kindergarten unit. A central board made up of the chairmen of the individual units, the Pre-School Parent-Coordinator, the Pre-School Supervisor and the Board President selected at large, coordinated all phases of the Pre-School Parent activities. All parents held membership in the National P. T. A.

The financing of the Pre-School Program was shared by the parents, who also contributed many hours of service in mairtaining the equipment and beautifying the play environment. Fathers treked to the hills for trees to build fences to enclose the play areas; they calcimined the school room walls, enameled the tables and chairs, built cupboards, blanket shelves, toy cabinets, constructed large hollow blocks. Mothers made curtairs for the windows, dressed dolls, laundered curtains and doll clothes, planned ways and means of financing the program. A successful bazaar and quilting bee netted a sufficient sum to finance the equipment needs for over two years. A small monthly fee of ten cents per parent gave the children many social parties. The strength of the Parent Organization was a large factor in the success of the Pre-School program.

The Program Today

Today the Nursery Schools have almost been streamlined out of existence due to the resettlement of most of its former teachers. All children of kindergarten age, however, are completing their Kindergarten year. A number of the former Pre-School teachers are teaching in Nursery Schools and Child Care Centers outside of California. Two former teachers are in College majoring in Pre-School education.

The results of the Pre-School program in Manzanar have been very gratifying, when measured in terms of happy adjusted children and their ability to meet the first grade requirements. Twenty-five per cent of the children entering first grade in 1942 were unable to speak English. The children of the class of 1943 and 1944 had Pre-School experience and every one of these children were able to speak English on entering first grade. (The only child of the 1944 class who couldn't speak English was a trarsfer from Tule Lake). Resettlement for these children will be an adventure rather than a problem. They will be able to adapt readily to schools outside of Manzanar.

* * * From the Supervisor * * *

As Supervisor of the Pre-School Program, I too, have gained in working with a Minority group. Children are chidlren the world over, so genuine and so generous and the children of Manzarar have lived up to this child-world stardard. Their spontaneous laughter and acceptance of me as their teacher and friend has enriched my stay and lightened the work which often was difficult.

I also have been deeply grateful for the fine cooperative spirit shown by the parents, the Pre-School Board members, the teachers who worked directly with the children, Mrs. Fujiu, Parent Coordinator, Dr. Little and his hospital staff, Mr. Winchester and the Mess Division, Elizabeth Moxley, health coordinator, Mr. Sandridge and the Public Works Division, the Block Managers, and the Custodians who cooperated so well in maintaining the premises.

But above all these I have been deeply appreciative for the freedom to administer and supervise the Pre-School program, which Clyde Simpson, as Principal of Elementary Education, permitted me to have; for the inspirational guidance of Dr. Genevieve Carter, Superintendent of Education, and for the friendly counselling by our Project Director, Ralph P. Merritt. I am glad I came to Manzanar, for the privilege of shaping a child's mind in the American way of life.

Mary A. Schauland
Supervisor of Pre-School Education

ELEMENTARY EDUCATION

The Beginning

Ten thousand evacuees were moved into the Center during the spring of 42 with no advance plan as to community organization. There were no provisions for school space although there was one building set aside in each block for recreational purposes. When it was time to begin school, 10 recreational buildings were assigned to Education for classrooms. These 100 foot barracks were divided into 4 classroom each, but the divisions were merely imaginary lines since there were no partitions. There were no chairs, no books, few supplies, no partitions.-- very little of anything, except 1300 elementary school children.

Organization of School Plant and Administration

The administration of the elementary schools has been difficult until this last year, when the grades were consolidated in Block #16. During the first two years it was necessary to scatter classrooms over 10 blocks. The music supervisor, the physical education supervisor, the medical officials, principal or the superintendent had to travel a good part of a working day to cover all the classes. This was particularly true when announcements or changes in procedure had to be initiated. There was little opportunity to develop a school spirit or staff solidarity. Such school activities as a unified playground program, a school newspaper, school assemblies or centralized library was impossible. Since the grades have been consolidated in improved buildings, there is no problem in dispersing supplies, textbooks or securing uniform regulations and standards of behavior and performance.

Personnel

The $1620 base salary level has not been high enough to allow us to compete with war industry or other California school offers. During our recruiting efforts we found the following percentage of success. If 25 available out of state teachers were contacted about 12 would respond. Of these about five would actually be processed by civil service and finally one would actually arrive on the Project to report for duty. Our resignations have been heavy particularly during the days when teacher housing was inadequate. Neighboring schools outbid us in salary and recruited our teachers. One school alone recruited four of our teachers during a month period.

Mr. Marshall Miller, our first elementary principal, met his untimely death in an airplane accident October 9, 1942. He was succeeded by Clyde L. Simpson whose enthusiastic leadership put the elementary

schools on a standard California Public School basis. Clyde Simpson was transferred to Relocation, January 1945. Eldredge Dykes, high school head teacher and experienced school administrator took over the elementary principalship. The elementary staff was largest during the spring of 1943 when there were 35 elementary teachers, a supervisor of teacher training, a principal, vice principal and music supervisor. School closes with a staff of 17 teachers and a principal.

The Curriculum

Standardized achievement tests have been given to all elementary children each year. Their test results on the average, are above the norms for grade found in the high school testing results. There are no Kibei in the elementary school group and a larger percentage of these children have nisei parents which gives them a better advantage on English performance. The elementary children have at each testing, reached or exceeded the national norms on all the skill subjects. They are especially high in spelling and arithmetic computation.

On the whole, our elementary school curriculum has been like any other progressive California school which emphasizes the social studies program.

Summary

A half day visiting period in the elementary school will give an idea of the progress made toward developing a good elementary school. Here one can see third grade children using the card catalogue, working independently on their own little research problems. In Mess Hall #16 there will be a physical education class doing rhythms to piano music, in the adjoining room will be children receiving attention in a well equipped health clinic. The school newspaper, their soft ball league games, their assembly programs, the girls glee club, rhythm bands, flute bands and well organized playground work indicate matured activities that are not usually found in a three year old school.

These three school years have been profitable ones to all of us, pupils, parents, teachers and administrators.

MANZANAR SECONDARY SCHOOL

Organization and Administration

This summary is intended to be an evaluation. In it are mentioned both the good aspects of the school as well as those which have not been satisfactory. Only a few high spots can be mentioned in these two pages.

The internal organization of the high school is not unlike that found in any public school. However, Manzanar differs widely from the accepted pattern in that such services as construction and maintenance, budgeting and finances, and personnel recruiting are not under the autonomous control of the school system. This has resulted in those who do not have the responsibility for the school program nevertheless determining administrative matters and sometimes without full knowledge of the real needs of the school. In some ways the severance of these services has been an advantage: the staff has been freed from responsibility for these auxiliary services thus providing them with more time for strictly academic matters, and should these services result in deficiencies or failures, the school administration has not had to shoulder the responsibility.

Curriculum

The following types of diplomas are offered: general, college entrance, commercial, homemaking, and agriculture. Manzanar's curriculum is similar to that found in the public schools. The instructional courses consist of about the same sampling. Manzanar does not yet have adequate outlines for all of these instructional courses, and this has been a real handicap. For a five year period of continuous curriculum development Manzanar schools would have been able to produce an organized sequence in a course of study for every grade level.

High School Staff

The teaching staff has been composed of both evacuee and appointed personnel, with the latter greater in number. The evacuee teachers in general have held no teaching credentials; however, some of them had some teacher training. Their numbers have decreased much faster than the decline in student population. Turn over has been rapid, replacements almost impossible. As a rule most of them have worked closely with A-P teachers. The appointed staff have held teaching credentials in some state but not necessarily California, and about one half of the Manzanar high school teachers have been California trained and credentialed. It has been difficult to hold teachers at Manzanar because of the year round period of service as contrasted with the 10 month or

shorter period in most public schools. Other schools have also outbid our $2000 base salary. Living conditions and teaching conditions at Manzanar have been difficult. The flexible teacher with initiative but with a balance of good judgment for independent work renders her best service here. We have been able to retain more teachers than the most optimistic administrator might have hoped for. A ratio of one teacher to each 35 high school students is below the accepted minimum standard for a standard program in the secondary school. This presents an administrative difficulties in scheduling the work load. Our inability to employ any substitutes has also been a serious and an unsolved problem with us. It has been necessary to overload many of our teachers to achieve results.

Our Students

The student enrollment has ranged from a high of 1400 to a present of less than 600. In our standardized testing program we have discovered the following: In the fundamentals of the English language our students were about one year retarded as late as a year and a half ago. Today they are at least average in most grades and in some they are above grade. However, in composition and in the practical use of the rules of grammar they are and will continue to be deficient. In spoken language they have made significant progress but are still retarded in enunciation, pronunciation, stage presence, and the like. In mathematics the students fared better, but they are still weak in general mathematics achievement in the upper grades. In reading comprehension, reading rate, and related areas they are still below average.

In general intelligence we find our students at about the same level as those in the public schools throughout the nation in spite of their reading and language handicap. In age our students are somewhat younger than students in the schools from which they came in Los Angeles City and County and even in San Pedro. Attendance has been better than average. In social adjustment our students are in need of continued significant help.

Industry has been good but spotty, initiative generally weak, classrooms participation poor. The students who went to Tule Lake are not unlike, in the areas tested, those who remained here. Manzanar students have presented fewer disciplinary problems than found in outside high schools of this size. Most of the high school children will say that the school standards for making an A mark is higher here than in their "back home" school.

Plant

We do not claim to have a school plant that enables us to administer an effient school. Everything that is done in the school requires

the extravagant expenditure of energy. Things are very inconvenient, many needed devices for effective controls are lacking, and without the knowing help of the students, the teachers, and the project in general we should have failed in our efforts in educating the young people of Manzanar. Our janitorial force is untrained but willing: Our heating problems have at times been most perplexing, our windows have been loose and rattly, our floors have been cold, our lighting has been poor, but we have relatively clean rooms with here and there a personal touch to enhance the atmosphere.

Summary

In brief it may be said that our organization is patterned after that of the public schools, our courses of study are similar, our staff compares favorably, our students are average in general ability but deficient in the certain areas of English language usage and some social adjustments, our plant is very poor, our finances controlled in ways not conductive to good education. In spite of handicaps, with the generous help of many of our fellow workers on the project, we have an accredited high school whose recommendations have been followed wherever our students have this far gone. In our 500 Manzanar high school graduates we have not yet had a receiving school reject any credits earned at Manzanar.

ADULT EDUCATION

The Beginnings

In the days when Manzanar was still being settled, the ground for the present Adult Education Department was laid in the form of Adult English classes. Under the guidance of Mrs. Elizabeth Nishikawa eighteen classes were being conducted in various sections of the camp. In September, 1942, the Adult Education Department was formally accepted as a part of the Community Services Division, and Charles K. Ferguson became its first Director.

With classes in English, commerce, history, science, tailoring, sewing, flower arrangement, etc., approximately 3000 students showed interest in attending these courses. Just as the students and teachers learned to adjust themselves to the discomforts of poorly equipped rooms and the biting cold of the oncoming winter, however, the famous "December incident" occurred. Everything was at standstill for two weeks. When the workers were ordered back to their posts, the Adult Education Department had its share of new problems. With people in a state of unrest, with students afraid to attend classes at night, with some of the instructors no longer available, the entire Adult Education program had to be reorganized.

An Adult Education Unit is Organized

After much planning the work of the department was divided into three sections. Adult English for non-English speaking group, academic courses for those who wished to attend classes on a junior college level, and cultural courses for those who desired to study for personal development. With this three-fold plan the teachers hoped to contribute their share in maintaining a semblance of normalcy within the center and thus ease the transition later from camp life to normal society life. Interest in various courses was resumed, and approximately 1,500 students enrolled in more than thirty courses.

Changing Events are Reflected Immediately in Adult Class Response

This work was not to be left alone, however. A month later the Army team came in to administer the "loyalty" questionnaire. With this new episode commenced another series of misunderstandings and ill-feelings.

The most noticeable effect of the Army registration on the Adult Education program was the decrease in class enrollment. For example, the post-high school groups which comprised the students most effected by this registration became unsettled. Some 630 young people of college

age had been enrolled in 24 academic courses in January, 1943. By the middle of March some 320 students or 51% of the young people had dropped out of classes and six courses had to be discontinued through lack of students.

As soon as this hubbub had somewhat subsided, relocation and seasonal furloughs became the day's topic. The call to adventure, to something new, again appealed to the young men. A new exodus of students from the evening classes occurred. When the semester finally ended in June, less than 200 students--mostly members of the fair sex--were in attendance.

The Program Responds to Needs of the Adult Community

Summer, 1943, found the Adult Education Department racking its brains in an effort to stimulate relocation and yet keep students sufficiently interested in attending classes. In order to carry out its plan, a more extensive commercial program was introduced to qualify advanced students for positions on the outside. Courses on junior-college level fully accredited by the California State Department of Education were offered to those contemplating relocation to outside schools. New classes were added to the Adult English group, and vocational training in woodcarving, tailoring, librarianship, agriculture, cosmetology, etc., was offered.

At this time the head of the department was changed, and W. Melvin Strong became the second Director.

With the exception of segregation to Tule Lake, no startling new events took place from summer on. Shortage of teachers, however, became somewhat acute. Five evacuee teachers departed for Tule Lake, and eleven more relocated. Out of the original group, only six evacuee teachers were left. By recruiting evacuees and with the help of some of the Appointed Personnel teachers, the Adult Education work continued. A new location for the Cosmetology School was prepared, and under the direction of Miss Dorothy Yamamoto 15 girls enrolled for the apprenticeship training.

Then in April Mr. Strong resigned and Miss Kazuko Suzuki acted as head of the Department until June when Mr. Kenneth L. Wentworth became the new head. In the meantime, an intensive course in auto mechanics was finally organized in May, and Mr. Henry H. Clark began lecturing and demonstrating to an eager group of 24 students. So popular was his course that by the middle of June more than 60 students had registered for future classes. The Department saw the need for more vocational courses, and plans were being formulated for expanding the vocational training program. These plans, however, never materialized, for Mr. Wentworth left at the end of one month and Mr. Clark

departed in October. Miss Suzuki again carried the responsibility of administering the Adult program until another person could be recruited.

Student Relocation Counselling Increases

During this summer student relocation counselling became a part of the Adult Education program, and most of the energy was devoted to the accumulation and preparation of materials suitable for college and vocational relocation. The result was a collection of about 600 catalogues from various trade schools and higher education institutions. Students and parents were encouraged to make use of them.

Later Development

In September, 1944, Dr. Gladys Schwesinger and Mr. Henry W. Hough came to direct the Department, the former as Director and the latter as Vocational Training Supervisor. Mr. Hough's stay was short and Dr. Schwesinger was detailed to Social Welfare to assist in their personnel shortage. Although many new ideas were offered, lack of instructors and an attitude of indifference among the residents prevented the realization of these suggestions. One thing was accomplished, however. The Adult English Hall, which had been the wish of Adult English teachers and students for a long time, was opened for use. Here cooking demonstrations were conducted by both evacuees and Caucasians.

With most of the evacuee teachers preparing to relocate, with most of the college-age people attending schools or working on the outside or serving in the Armed Forces, with most of the parents contemplating relocation as soon as the regular school term is over, the work of the Manzanar Adult Education Department is coming to a close.

To those who have offered their services to make possible the various programs carried on by this Department— a sincere "Thank you."

Prepared by Kazuko Suzuki
Acting Adult Education Director

THE MANZANAR LIBRARIES

History

In the planning of educational and recreational programs of the relocation centers, libraries were included from the beginning. As Manzanar was the first of the relocation centers to be established, the Manzanar Library was probably the first of the center libraries to be organized. The library started in April, 1942 with a gift of seventeen books and eighty magazines made available for use in a part of someone's living quarters. In December 1944 it included a total collection of 24,000 volumes (20,000 of these were donations from other libraries) and a magazine subscription of 157 periodicals.

Originally organized under the Recreation Department, the Library was transferred to the Education Department in the middle of July, 1942. By fall the several branches of the community library were consolidated into two units, the main library in the center of camp and a branch fiction library in the southwest corner of camp.

In October of 1942 the school libraries were organized. The high school library was established first. Books from the community library were transferred to the mess-hall in the high school block which was being used as a study hall, and the study-hall library was thus established. The supervisor of student teaching organized a small professional library of about 200 books in her office. These were classified and loaned to student teachers and to the regular teaching staff in the elementary and secondary schools. In November, children's books were ordered for an elementary school library. When these books arrived, they were placed on shelves in the teachers' study room, and teachers borrowed them to use in their classes.

In June, 1943 following the arrival of a trained librarian on the appointed staff the libraries were reorganized. A central library office was established in the high school block and the cataloguing of books for all of the libraries was begun. All supplies, periodicals and new books were delivered to the libraries. New books were catalogued at the office before the libraries received them. A centralized union catalog was started. The professional and elementary school libraries, originally independent units, were placed under the direction of the community librarian. The two book collections were moved into the same room and two evacuee librarians were added to the staff to help with the new library.

With this organization the Manzanar Library has tried to give effective service to both the community and to the schools.

We say "Goodbye" and "Thank You"

Genevieve W. Carter
Elizabeth M. Mapley
Marion E. Potts
Hiromu Nakagawa
Leland R. Abel
Grace Smith
Rosella V. Fox
Marjorie G. Davalle
Virginia A. Hayes
Anita L. Christensen
Chloe A. Zimmerman
Lulie B. Day
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Takeshi Nagai
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Marion Williamson
Mary Alice Dykes
Mary Jane Kramer
Kazuko Suzuki
Haruko Ueda
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Mizuko Sakamoto
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Mabye H. Sandridge
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Vanche Etoile Plumb
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Agnes F. Belanger
Mildred C. Whitaker
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Kiyoko Matsuoka
Sumie Shikami
Aiko Yamashina
Tomiko Minamiki
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Kay Nomura
Harriet Brown
Elizabeth Neil
Kazuko Masuda
Kanichiro Shirota

Beatrice White
Bess Mayo Reed
Allen L. Hooper
Louise Frizzell
Hanae Seka
Tamaye Sai
Hideo Nishimoto
Michiko Nakamoto
Elsie Sera
H. K. Murakami
Sarah C. Altman
Doris C. Abel
Kazuma Takemoto
Tozaburo Takeuchi
Yoshiko Nishimoto

Manzanar Education Staff, May 31, 1945